



*International Conference
ICT for Language Learning - Edition 8
Florence, 12-13 November, 2015*

Spurring ICT-based Tasks in the Language Classroom: a European Project (PETALL) of International Collaboration

καλωσόρισμα

fàilte

willkommen

bienvenidos

bem-vindos



PETALL
PAN EUROPEAN TASKS FOR
LANGUAGE LEARNING

welkom

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benvenuti

karşılama

PETALL = Pan European Task Activities for Language Learning

LLP transversal KA2 project

Aim: promote ICT-based tasks in language learning

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Deliverables

- 40 samples of good practices in technology-mediated TBLT that “travel well”, available in the project website (petallproject.eu).
- Teacher training courses in ten different countries.
- An international teacher training course under Erasmus +.
- An international conference on ICT-based TBLT, in April 2016 in Granada, Spain.
- Reports, papers, posters.

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Aims

encourage **collaborative work** between teachers in different countries and teacher trainers by setting up regional **networks** for the development of ICT-based tasks;

facilitate the access to technology-mediated tasks that **travel well**, securing the quality of the communicative exchange across cultural and geographic divides;

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Aims

promote mutual understanding and awareness of linguistic and cultural **diversity** through ICT-based TBLT;

enhance the quality of teacher education in technology-mediated TBLT;

develop the teachers' **digital competence**;

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Aims

the way **evaluation tools** can leverage both the quality of teacher education in technology-mediated TBLT and the effectiveness of task-based language learning.

Issues addressed

Studies have shown that teachers remain reluctant about TBLT, the recommendations of the CEFR notwithstanding. **Reasons:**

tasks can prove to be difficult to **incorporate** into classroom routines and to **integrate** into lesson planning, especially when teachers tend to rely on more traditional approaches;

Designing the task can be too **time-consuming**;

learners are not always keen to communicate solely **in the target language**;

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Issues addressed

Simultaneous supervision of several groups at the same time is challenging;

Suitable **strategies to enhance the quality** of the student's learning experience are not easy to come across;

Appropriate evaluation tools take time to set up;

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Issues addressed

Tailoring tasks to meet the **learners' needs**, as well the **objectives** and **contents** of the official syllabi is difficult;

Samples of good practices on-line fail to suit the **national context**.

Literature review

Authors like Ellis (2003), Nunan (2004), and Willis & Willis (2001) have made an invaluable contribution to the development of the theoretical and methodological framework of TBLT.

However, their proposals consider face-to-face interaction in traditional classroom settings.

Literature review

Thomas & Reinders edited *Task-based Language Learning and Teaching with Technology* (2010) on technology-mediated TBLT, including intercultural exchanges in TBLT with the application of CMC, TBLT and network-based CALL, SCMC and ACMC, teacher education in TBLT and technology, and virtual-world networking environments.

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Literature review

González-Lloret and Ortega edited *Technology-mediated TBLT: Researching Technology and Tasks* (2014): “the canonical principles of task-based language teaching (TBLT) can be fitted integrally into the new language education and digital technology realities.”

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Structure of the project

The consortium is composed of **10 national tandems**.

Each tandem formed by a **teacher training department** and a **practice school**.

Experienced tandems collaborate with less experienced tandems, so as to create a **transfer of the expertise**.

Most tandems represent **less widely used languages**.

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Structure of the project

A **geographical balance** of partners from the North-West, the North-East, the South-East and South-West of Europe was sought.

Each tandem forms a **vertex** with two other tandems from neighbouring countries, so that a process of triangulation can take place.

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Structure of the project

Each tandem designed and/or adapted four **samples of good practice of ICT-based task activities** in accordance with the principles of the Common European Framework.

These tasks have been **tried out** by learners in the practice schools of the neighbouring tandems so as to assure that they **“travel well”**.

Tasks have been **evaluated** by both end-users and independent experts.

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Structure of the project

Each tandem has also designed its national **training course**, which in turn will also be evaluated by independent experts.

Products are to be **translated** into all the languages of the consortium before **publication in the project website**.

Besides the evaluation by end-users and the reviewing by independent experts, the whole project is also being evaluated by an external evaluator as part of its **quality assurance policy**.

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Project websites

Provisional project website:

<http://petallproject.wix.com/petall>

Official project website (under construction):

<http://petallproject.eu>

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Title <i>(Please provide a title for the task)</i>			
Overview			
Linguistic dimension			
CEFR Level	Skill(s)	Duration	Target language
		<i>No. of minutes</i>	<i>Specify the language(s) in which the task has been trialled</i>
ICT dimension			
ICT resources	<i>Indicate the required (on-line/off-line) resources, e.g. textbooks, dictionaries, websites, on-line grammar, software, etc.</i>		
ICT competences	<i>Indicate what ICT-related competences or skills the students are expected to develop or consolidate.</i>		
Detailed description of the task			
I can...	<i>Use descriptors in table 2, section 3.4, of the CEFR</i>		
Product	<i>Specify what product or output is expected to result from the task</i>		
Product requirements or prerequisites			
Situation / theme(s)			
Process	<i>Insert the process steps (in chronological order)</i>		
Division of roles (optional)	<i>Include the division of roles (if any)</i>		
Consolidating activities suggested	<i>Describe reinforcers (for example: drills or other activities aimed at memorizing vocabulary, improving pronunciation or consolidating grammar)</i>		
Success factors or evaluation criteria	<i>Specify various success factors Specify the criteria the product must meet for it to be sufficient; you may consider adding an assessment grid</i>		
Authors			
Acknowledgements			

Didactic added value of the task and other information

Practical hints for teachers

Additional methodological or didactic comments

Reasons why this task is proposed as a model of best practices

Impact that it is expected to have on the teaching practices and attitudes

Reasons why this task travels well

Course Title**Rationale and justification for the course****Investigation of the field (state of the art) and innovative character****Target groups****Outcomes: changes in practices, procedures or didactic materials****Contents****Methodologies****Evaluation procedures****Follow up strategy****Schedule****Timeframe****Number of sessions****Total number of hours for each type of session****Approval by the national body**

Name of national body; Date of approval; Ref. No.

Scientific advisor

Name, affiliation, etc.

Bibliography and other resources

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Dissemination and Exploitation

Aims:

- spread the project outcomes
- achieve a certain impact by addressing the appropriate target groups (teachers, trainers, schools, policy makers, students...)

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Dissemination and Exploitation

PETALL tasks and the information gleaned from the implementation and analysis of the success of the tasks with client groups have been **shared with the profession in a number of contexts.**

Project partners **have shared their experiences with colleagues** in their own, as well as neighbouring, institutions.

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Dissemination and Exploitation

This has been followed by **presentations** and **papers** at regional, national and international conferences, lectures, and refereed articles in professional publications.

This engagement with a task-based learning approach and the pan-European nature of the project should lead to further **research** and **collaborative development work** within the project team and with the contacts made in the implementation and dissemination of the tasks.

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Dissemination and Exploitation

The scheduled activities for dissemination are summarized below:

Project's website: Internet is the best way to keep the world informed of our advances in the field of education.

Leaflets/posters displaying the project's aims/scope.

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Dissemination and Exploitation

Participation in scientific meetings: meetings specifically oriented to the dissemination of results and recommendations, namely:

annual conferences at national level in each of the countries participating in this project;

international meetings/workshops;

local events (at institution or city level): to make colleagues aware of the latest advances in the project and share the main outcomes.

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Dissemination and Exploitation

Publication of scientific papers: PETALL needs to reach out a very broad community. The privileged way to reach academic people are scientific publications in refereed journals and conference proceedings.

Press-releases will be employed to reach the general public and policy-makers.

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Publications & Presentations

- [Lopes, António. 2014. PETALL: A European project on technology-mediated TBLT.](#) In Jager, S., Bradley, L., Meima, E. and Thouësny, S. (Eds.). CALL Design: Principles and Practice - Proceedings of the 2014 EUROCALL Conference, Groningen, The Netherlands. Dublin: Research-publishing.net. Pages: 209-213. [Article doi: 10.14705/rpnet.2014.000219.](#)
- Lopes, António. Title: Evaluating an international project in foreign languages teacher training: the case of PETALL (Pan European Tasks in Language Learning). [See abstracts.](#) [PowerPoint presentation](#)
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- [Lopes, António. 2015. Critical issues in the evaluation of an international project dedicated to technology-mediated TBLT \(PETALL\).](#) Teaching English with Technology, special issue (SCOPUS).
- [Ruiz-Cecilia, Raúl and Guijarro Ojeda, Juan Ramón. Title: ICT-based Tasks for Language Learners: the Spanish Proposal.](#) Paper published in the Proceedings of ICERI2014 Conference. IATED Digital Library, pp. 5265-5269- ISBN: 978-84-617-2484-0.

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- [Vuco, Julijana. Title: Pan-European TBLT Activities as Support to Foreign Languages Learning.](#) Abstract published in In Lukac-Zoranic, A and Fehratovic, J. 2014. Balkan Cultural permeation through philological and sociological dimensions in the 20 and 21 century. Novi Pazar: IUNP.
- Doil-Hartmann, Christa. Der Einsatz einer Webquest zur Förderung der Sprechkompetenz im Fremdsprachenunterricht. Presentation at the [Bremer Fremdsprachentag 2015](#). Universität Bremen.

Publications & Presentations

- António Lopes, Isabel Orega & Lúcia Tardão. [PETALL: um projeto europeu de aprendizagem de línguas por tarefas com recurso às TIC](#). 2015 Challenges, 9th International Conference on ICT in Education. University of Minho, Portugal, 14-15 May, 2014. See also the [PPT presentation \(PDF file\)](#).
- Doil-Hartmann, Christa. IT in the language learning classroom. [Presentation at the 10th IAIMTE Conference 2015](#). Odense, Denmark. Theme: Languages, Literatures, and Literacies. See also: [Report on the conference](#).

Publications & Presentations

- Gioldasi, Vasiliki, Karras, Ioannis & Spinthurakis, Julia. Poster: [Promoting ICT-based TBLL through European Cooperation: the PETALL case](#). At the 2015 [Technologies for Foreign Languages Learning](#) conference, Patras.



Grazie mille!

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Visit us at

<http://petallproject.eu>

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